

English Language Policy and Procedure

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Policy Statement	
Purpose	Glencoe Institute of Higher Education ('the Institute') *English Language Policy and Procedure* ('the Policy') establishes a framework and guidelines to ensure enrolled students continue to possess the required English language proficiency for academic success. The Institute aims to offer ample opportunities for all students to access quality English language support on an ongoing basis when required.
Scope	This Policy applies to all students enrolled in the Institute's courses and to academic and administrative staff involved in student support services.
Definitions	For definitions, please refer to the *Dictionary of Terms.*

1. Policy Principles

This Policy framework:

a) Aligns with relevant Commonwealth and Western Australian legislation, including the *Higher Education Standards Framework (Threshold Standards) 2021 (HESF 2021),* the *Tertiary Education Quality and Standards Agency Act 2011 (TEQSA Act),* the *Education Services for Overseas Students Act 2000 (ESOS Act),* and the *National Code of Practice for Providers of Education and Training to Overseas Students 2018 (National Code)*, ensuring that English language requirements and student support mechanisms are consistent with regulatory expectations and support students' academic progression and success.

b) Sets the guiding principles that govern the English language requirements for international students at the Institute;

c) Promotes inclusivity by acknowledging the linguistic diversity of students;

d) Encourages the integration of English language development throughout the curriculum, enabling students to enhance their language skills within the context of their academic studies;

e) Recognises the importance of providing professional development opportunities for staff to enhance their knowledge and skills in working with students from diverse language backgrounds;

f) Promotes a culturally responsive approach that acknowledges and respects the background of students while fostering English language development;

g) Includes mechanisms for monitoring and evaluating the effectiveness of language policies and initiatives, ensuring continuous improvement and alignment with changing needs.

2. Entry Requirements for Admissions

International students applying to study at the Institute must demonstrate they meet the English language requirements of the course to be admitted for study at the Institute.

International prospective students whose first language is not English and who have not completed an Australian secondary or tertiary education qualification in English in the last two years are required to provide evidence of satisfying the Institute's English language requirement for the course of study.

For an undergraduate course, the following scores provide an indication of the minimum requirement:

Test	Acceptable Score
IELTS	Overall, 6.0 (no band less than 5.5)
TOEFL	60-78
PTE	50 (or higher) (with all communicative skills scores 45 or above)
C1 Advanced formerly (CAE)	Overall score of 169 (no less than 162 in any category)

All English language test scores must be less than two years old at the time of admission at the Institute. Applicants may also satisfy the English language requirements of the course of study by providing evidence of successful completion of an English for Academic (EAP) course with an accredited Australian provider.

3. English Language Development

a) The Institute emphasises the importance of English language proficiency in fostering effective communication through activities and assessment;

b) The Institute is committed to student progress by providing resources and learning support classes that enhance English language proficiency on an ongoing basis. The Institute may also design formative assessments in first year subjects designed to evaluate and provide specific feedback on student English skills;

c) Students will have ample opportunities for verbal and written communication in English within their classroom and through various assessment methods;

d) The Institute is committed to fostering a supportive and inclusive learning environment that actively encourages students to participate and communicate effectively in English;

e) Constructive feedback on students' English language skills will be offered by academics conducting their subjects, along with guidance on areas for improvement and information on how to access resources the Institute has in place to assist students in improving their English language skills. This may include a referral to the Institute's Academic Success Coordinator for additional support;

f) Students will be regularly communicated about the importance of English language proficiency and its relevance to their academic and professional success.

4. Roles and Responsibilities

a) Student Responsibilities

i. Students should recognise the importance of English language proficiency for academic success and future career opportunities and take responsibility for their own language learning journey;

ii. Students should actively engage in English language development opportunities provided by the Institute;

iii. Students should take the initiative to improve their English language skills through self-study, practice, and exposure to English in various contexts;

iv. Students are responsible for actively participating in classroom discussions, presentations, and written assessments in English, to demonstrate their language proficiency;

v. Students should seek support and guidance from available language support services and resources to enhance their English language skills;
vi. Students should take advantage of opportunities for peer collaboration and actively engage in shared learning experiences in and outside the classrooms;
vii. Students should seek feedback from academic staff on their English language performance and incorporate the feedback to improve their language skills continuously.

b) Staff Responsibilities

i. Institute staff are responsible for effectively communicating instructions, information, and feedback to students in simple English;
ii. Academic staff, including the Academic Success Coordinator, will provide constructive feedback on students' English language performance, guide them on areas for improvement and suggest strategies or resources for further development. This feedback will help students to enhance their language skills and achieve the desired proficiency level;
iii. Each subject outline will advise students of the requirement to complete all assessment items in English and contain information on where and how students can access assistance at the Institute to improve their English skills;
iv. Staff are responsible for actively promoting an inclusive and supportive environment for non-native English speakers by encouraging and providing opportunities for language practice and creating a safe space where students feel comfortable expressing themselves in English;
v. Staff members may guide students to utilise available opportunities based on their performance assessments;
vi. The Academic Success Coordinator must stay informed about the latest developments and best practices in English language teaching and learning to incorporate these strategies into the learning support classes;
vii. The Institute staff must maintain professionalism and cultural sensitivity in their language use. While ensuring that English is the only language used in teaching and learning activities, staff should recognise and respect diverse linguistic backgrounds within the Institute, ensuring that all students feel valued and included in their learning environment.

5. Learning, Teaching and Assessment

The Institute encourages students' communication competence and fosters a deeper intercultural understanding through studying English. The Institute implements effective teaching methods and comprehensive assessments focused on language development:

a) Learning

The Institute will facilitate the provision of appropriate learning resources, such as textbooks, digital tools, and learning support classes, to support students' language development and promote meaningful language learning;

b) Teaching

The Institute will use a range of teaching methods to promote language development and improve listening, speaking, reading, writing, vocabulary, grammar, and pronunciation;

c) Assessment

The Institute places a strong emphasis on language development through assessments that include both written and oral assessments.

6. Supporting 'At-Risk' Students

The Institute acknowledges the diverse English proficiency levels among its students and is committed to providing ongoing language and learning support to ensure their academic success:

a) Ongoing monitoring of language competence takes place throughout learning and teaching activities and through assessments;

b) Students' English language performance will be monitored in all subjects, and assessment tasks will be performed within those subjects. Academics will provide constructive feedback on student's English language performance and identify any student who may be 'at-risk' of program progression due to inadequate English language skills;

c) Students identified as 'at-risk' in English language competence are provided with additional support such as:

i. Referral to the Academic Success Coordinator;
ii. Tutoring or mentoring programs;
iii. Language learning resources and sessions;
iv. Counselling support.

d) Students are encouraged to utilise the resources and seek individualised help from the Academic Success Coordinator;

e) Where needed, the Academic Success Coordinator will discuss the option of one-on-one remedial language support for continued English language development;

f) The Institute will regularly assess and review the progress of "at-risk" students and/or those receiving additional language support;

g) The Institute will conduct periodic evaluations of the effectiveness of the support procedures to identify areas for improvement. At the completion of each teaching offering, the Teaching and Learning committee will consider any issues identified that relate to students' unsatisfactory English language performance and recommend strategies to address these issues;

h) The support resources will be adjusted as necessary based on feedback, evolving needs, and the student's overall success.

7. Monitoring and Reporting

Annually, the Teaching and Learning Committee, Academic Success Coordinator and the Dean will consider a report on a comprehensive data set on English language proficiency, including frequency of support referrals, various support methods accessed, and student outcomes. The Teaching and Learning Committee will refer the report, along with recommendations, to the Academic Board each year. This reporting aims to inform reviews and, if necessary, lead to amendments in admissions processes, student support, and relevant policies and support services.

8. Review and Evaluation

This Policy will be reviewed at least every two years, or earlier if required due to changes in legislation, regulatory requirements, technological developments within professional and industry sectors, or institutional priorities, to ensure its ongoing relevance, accuracy, and effectiveness.

Version Control

Version	Date of Approval	Approved By	Related Documents
1.1	20 March 2025	Academic Board	Admission Policy and Procedure Student Code of Conduct Teaching and Learning Plan Assessment Policy and Procedure
Benchmarking Institutions			University of Wollongong Curtin University University of Technology Sydney University of New South Wales
Policy Owner			Dean
Legislations			Education Services for Overseas Students Act 2000 (Cth) (ESOS Act) Higher Education Standards Framework (Threshold Standards) 2021 (Cth) (HESF 2021) National Code of Practice for Providers of Education and Training to Overseas Students 2018 (Cth) (National Code) Tertiary Education Quality and Standards Agency Act 2011 (Cth) (TEQSA Act) Australian Qualifications Framework (AQF)
Higher Education Standards Framework (Threshold Standards) 2021 (Cth)			Standards 1.1; Standards 1.2; Standards 2.2.